DOCUMENT RESUME

ED 162 331 CS 204 506

AUTHOR Bamberg, Betty, Ed.
TITLE Report of a Survey of the Workload of the California English Teacher.
INSTITUTION California Association of Teachers of English, Redlands.
PUB DATE 77
NOTE 36p.; The California Association of Teachers of English is an affiliate of the National Council of Teachers of English ; Best copy available

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Class Size; *Composition (Literary); *English Instruction; Secondary Education; State Surveys; Student Teacher Ratio; *Teaching Conditions; *Teaching Load; Teaching Quality
IDENTIFIERS California

ABSTRACT

To gather data on English teacher workloads and the conditions for teaching composition in California schools, a survey was undertaken involving a statewide cross-section of 204 teachers from public and parochial schools. The findings show that in spite of the recommendation by the National Council of Teachers of English that English teachers be assigned no more than 100 students a day, only 8% of the respondents had loads of less than 110, while 45% had loads of more than 150 students. The average class size was 28.2 for junior high and 26.7 for senior high teachers. A typical teacher's work week was 35 hours, with 25 hours of actual instruction time. Teachers, however, reported spending 20 hours weekly for preparation and evaluation. Large class size was most often cited as a detriment to composition instruction and the creation of special composition classes with limited enrollment was recommended as a solution to the problem. The major conclusion of the survey was that the total student loads of most full-time teachers of English must be substantially reduced if composition is to receive the attention demanded by the public. (Tables of findings and comments by responding teachers are appended.) (FI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED162331

REPORT OF A SURVEY OF THE WORKLOAD OF THE CALIFORNIA ENGLISH TEACHER

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

California Assn. of Teachers of English

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

by the

CALIFORNIA ASSOCIATION OF TEACHERS OF ENGLISH
COMMITTEE ON COMPOSITION

1977

CS204 506

REPORT OF A SURVEY OF THE WORKLOAD OF THE CALIFORNIA ENGLISH TEACHER

COMMITTEE:

Joanna McKenzie, Chair; California State University, Northridge
Betty Bamberg, Editor; University of Southern California, Los Angeles

MEMBERS:

Gwen Brewer, California State University, Northridge
Bernice Christiansen, Instructional Planning Division, Los Angeles City Schools
Leni Cook, Westchester High School, Los Angeles
Bernard Goodmanson, Reseda High School, Los Angeles
Julia Gottesman, Consultant in English, Los Angeles County
Louise Grindstaff, California State University, Northridge
Joyce Jaffe, West Los Angeles College, Culver City
Helen Lodge, California State University, Northridge
Nancy McHugh, Instructional Planning Division, Los Angeles City Schools
Patricia McIntyre, Chadwick School, Palos Verdes Peninsula
Patricia Murray, Chatsworth High School, Chatsworth
Tom Regan, Rio Mesa High School, Oxnard
Linda Rogers, Canyon High School, Saugus
William Stryker, California State University, Northridge
Clarice Ureda, El Camino Real High School, Woodland Hills
Barbara Zussman, Beverly Vista School, Beverly Hills

TABLE OF CONTENTS

	Page
Overview of Survey	1
The Problem	1
Summary of Findings	3
Conclusions	5
The Survey	9
Procedures	9
Respondents	9
Discussion of Data	10
Appendix I	
Table A	18
Table B	19
Appendix II	
"Tell Us Something"	20

OVERVIEW OF THE SURVEY

The Problem

Since the onset of the "composition crisis," a legion of "armchair educators" have bombarded California English teachers with criticism. Some critics -- the Back to the Basics advocates -- have attacked the English curriculum, insisting that the writing skills of students would improve dramatically if English teachers would only return to teaching the "basics" -- grammar, punctuation, and spelling. Others have attacked not the curriculum, but teachers themselves. According to these critics students aren't learning to write because English teachers aren't willing to do the work required to teach writing. The following letter, written in response to a front page story reporting that half of the 1974 University of California freshmen would be required to take Subject A, illustrates this point of view:

> To teach students to write a teacher must be an expert teacher -- one who is not afraid to do the job he or she is paid to do. . . .Does this mean a lot of extra time at school and at home at night? You betcha it does. But this is what teaching is all about. . . .Perhaps if some of the California teachers would get off their collective duffs and require a little effort from their students, we might see a better track record for composition. (K.L.Reeves, "Letters to the Edictor," Los Angeles Times, November 11,1974)

The letter continues by describing a model English teacher: Mrs. Eleanor Randall from the town of Tekonsha, Michigan. No student of hers ever had to take "bonehead English" at the university because she made each of her 150 students write a theme a week which she carefully corrected and critiqued.

What this letter demonstrates, more than anything else, is how little the general public knows about the process of teaching composition. How much time would a teacher have to spend each

week in order to critique and correct 150 essays carefully? One angry English teacher (who noted that he'd never had as few as 150 students per day) responded to the letter with the following estimate:

> It will only take about 20 minutes per paper to do a really expert job: mark every error in spelling, punctuation, and syntax and make marginal comments on the quality, organization and general content.
>
> According to the new math -- or even the old math -- that comes to 50 hours a week. "Wow, Mrs. Randall. . ." as the kids at Tekonsha used to say, "You must really be a pistol! You're teaching all day; after school you're correcting papers 7 hours a day, 7 days a week, preparing daily lessons for all of your classes, keeping up with current developments in teaching, reading current literature (as all experts and master teachers must do if they are going to do competent work), taking care of the multiple extra-curricular duties involved with teaching, going to professional growth workshops and attending to your home and family obligations (at least most teachers have homes and families)." (Walt Hopmans, "Letters to the Editor" Los Angeles Times, November 25, 1975)

Other estimates of the total time (including time spent in the classroom as well as in outside preparation) required to teach English were recently summarized by Ken Lane. In an article in California English ("There's Always Room for One More, Isn't There?" September 1977, p.4-5), Mr. Lane summarized several studies on estimated time finding that the lowest estimate was 55 hours per week; the highest number of hours estimated for an English teacher's work load per week was 71 hours.

Most of the controversy between the profession and the public over composition instruction has centered on the English curriculum. In the on-going debate over what is really "basic" in composition, members of the profession have written innumerable articles and delivered countless speeches in an effort to dispel

simplistic notions about the teaching of composition. However, relatively little attention has been given to educating the public about the English teachers' workload and the number of hours of work per week required to carry out an exemplary composition program. To gather current data on English teacher work loads and the conditions for teaching composition in California schools, the CATE Board of Directors authorized the Committee on Composition to conduct a mail survey of CATE members. The results, summarized in this report, demonstrate incontrovertibly that teaching English is an arduous and demanding job. If an insufficient emphasis on composition exists in many schools, it should not be blamed on teachers' unwillingness to work hard at their jobs, but on heavy workloads which make adequate attention to composition impossible for many of our respondents.

Summary of the Findings

1. Total Student Load

For more than twenty years NCTE has recommended that English and composition teachers be assigned no more than 100 students per day. Total student load is the most critical variable in assessing the English teacher's workload because each additional student increases the number of essays to be read and evaluated, thereby increasing the amount of preparation time required. The Committee found that only 8 per cent of the full-time classroom teachers in our survey had loads of less than 110 students per day. Even teachers reporting loads of less than 130 students were a distinct minority -- 28 per cent. Total student loads were greatest at the junior high school level where 68 per cent of the teachers reported loads of 150 students or more.

2. Average Class Size

Average class size has traditionally been a key measure for assessing teacher workload. The Committee found, however, that average class size failed to give an accurate picture of the workload of our typical respondent. Average class size for full-time teachers responding to our survey was 28.2 for junior high school teachers and 26.7 for senior high teachers. Given these averages, we projected the total student loads of most respondents would be between 130-140 students per day. Instead, we found that almost half -- 45 per cent -- had loads of more than 150 students per day.

3. Average Hours per Week in Preparation

A typical teacher's work week at school is seven hours per day, five days a week -- 35 hours. Actual instructional time is 25 hours, leaving ten hours to complete all other required duties including departmental meetings, extra-curricular assignments, etc. It appears, therefore, that there is very little time available during the school day for preparation for instruction and/or the evaluation of student writing. Undoubtedly a minimum of 15 of the reported 20 hours spent weekly for preparation and evaluation was spent outside of the regularly scheduled school day.

4. Conditions for Teaching Composition

The major provision for supporting composition instruction appeared to be the creation of special composition classes. In this study, these classes, concentrated at the senior high level, were relatively small (the average class size ranging from 22.2 to 29 students) and, given their size and special designation, may indeed have guaranteed a strong emphasis

on composition instruction. However, they made up only 15.6 per cent of all English classes taught by our respondents and cannot, by themselves, be expected to provide all the composition instruction which students need. Total class loads reported in our survey for a large percentage of our respondents were so high that the amount of composition instruction throughout the curriculum would inevitably be reduced and, in some instances, might be restricted primarily to special composition classes.

5. "Tell Us Something" Comments

The "Tell Us Something" section of this report (Appendix II) provides an added dimension which is not immediately apparent from figures and tables alone. These comments, which cannot otherwise be tabulated, are arranged by grade level taught and tell a great deal about the teaching of English in California's schools in Spring 1977.

Conclusions

Our survey sample, a representative statewide cross section of public and parochial schools, including teachers from 30 different counties and 115 school districts, allows us to generalize about teacher work loads and teaching conditions for our members throughout the state. (Conclusions are not drawn for a single school, a specific district, or even for any one region of the state.)

Professional teachers of English in California spend long hours each week teaching students, preparing for their classes, and evaluating essays, but even a 50 hour week falls far short

of the time which is necessary to teach composition effectively to the large number of students which the majority of our respondents must meet each day.

What does research tell us about the time required to teach composition? In 1955, William J. Dusel conducted an extensive survey of the English teacher's workload. He estimated that a minimum of 8.6 minutes would be required to mark a 250-word composition if a teacher not only marked mechanical errors, but also commented on logic and organization and suggested ways the student could improve future compositions. If a teacher had an average daily load of 150 students and each student wrote one paper per week, Dusel calculated that a teacher would have to spend 21.5 hours per week just marking essays. Another 7 hours per week (2.8 minutes per composition) would be necessary to check revisions, making a total of over 28 hours per week spent in evaluating essays alone. (Illinois English Bulletin, Oct.1955, pp.1-19)

The picture of the English teacher's work week becomes clearer when we examine the minimum number of hours required of this teacher. Teachers typically spend 35 hours per week at school. Twenty-five hours are spent in actual classroom instruction, an additional 10 hours in preparing lessons and performing various clerical, departmental, and extra-curricular duties, leaving virtually no time available during the school day to evaluate student writing. When we add the estimated 28 hours per week required to evaluate essays and check revisions to the 35 hours per week spent at school, the English teacher's work week escalates to an onerous 63 hours per week.

However dedicated and hardworking teachers may be, expecting them to spend an unreasonable number of hours per week on their professional duties is neither reasonable nor realistic.

Teaching students to write is a slow, demanding and difficult process as it involves teaching them to respond to new ideas, to vary their use of language according to their purpose, to synthesize their ideas and organize them in a coherent pattern as well as to control the conventions of written language -- spelling, capitalization, punctuation -- at an acceptable level of competence. To master these aspects of writing, students need instruction, frequent writing practice which requires them to apply the concepts taught, feedback on the success of their efforts, and an opportunity to revise their work. Teachers cannot, given the present student loads, provide this kind of quality writing instruction. Thus, although there are strategies which can help composition teachers cope more efficiently with the paper load, responding to and evaluating student writing will always be a very time-consuming process.

Teachers with high student loads may give excellent writing instruction to students enrolled in special compsotion classes, but the number of outside hours which would be required to emphasize composition for all students must inevitably limit the amount of composition instruction in other classes. The Committee on Composition is not suggesting that composition is being taught only in classes specifically designated as composition courses. We do, however, contend that the emphasis given to composition instruction is strongly related to teachers' total student loads.

The Committee on Composition urges school administrators, school boards, parent advisory groups and all other interested individuals to consider carefully the implications of expecting teachers to teach a slow, demanding, highly individual process under present conditions. Skilled teachers of writing cannot

be effective when they must instruct an excessive number of students and can give but minimal attention to the needs of each student. Resources must be allocated so that the skilled composition teacher has the time so vital to the teaching of writing. The major conclusion to be drawn from the CATE Composition Survey of 1977 is that the total student loads of most full-time teachers of English in the California secondary schools must be substantially reduced if composition instruction is to receive the attention demanded by the public.

Procedures

In March 1977, double postcards were mailed to 500 CATE members selected by random sampling procedures from the CATE membership list. Of the 500 cards sent, 203 or 40 per cent were returned. Each respondent provided the following information:

(1) school district
(2) school level
(3) number of years of teaching experience
(4) a complete class schedule including the grade level, class title, number of students enrolled, average daily attendance, and estimated number of hours per week spent preparing class materials and evaluating assignments for each class
(5) required extra-curricular assignments
(6) a section labeled "Tell Us Something" was included for comments by teachers on any aspect of their teaching job.

Based on the tabulation of the responses from the postcards, the CATE Committee on Composition has constructed a profile of the daily and weekly responsibilities of the teachers of English in California.

Survey Respondents

The teachers who returned the postcards were widely distributed by school district and geographic location. The respondents represented 30 different counties and 115 school districts, giving a statewide representation of private and parochial schools as well as the California public schools. The largest single group of respondents came from the Los Angeles County schools (13) followed by the Fresno (8), Fremont and San Francisco (5 each), and San Diego, Chaffey and San Ramon (4 each) school districts. The remaining districts contributed three or fewer respondents to our sample. Approximaterly one-half of the respondents had from six to fifteen years of experience and slightly more than one-third had sixteen to twenty plus years. Approximately twelve per cent, a definite minority, reported five or fewer years of experience. The predominance of women in the English teaching profession was reflected in our sample which included 77 per cent female and 23 per cent male respondents. One hundred sixty-four or 80 per cent,

an overwhelming majority of our responses came from secondary level teachers. Because of the limited number of responses from the elementary and the college level, most of our discussion and analysis will be restricted to secondary teachers grades 7 - 12.

Discussion of the Survey Data

Two tables (Appendix I) summarize the data obtained from the survey. Table A organizes the findings by grade levels, while Table B arranges them according to the number of classes taught. The first column of Table A lists the grade levels taught and Table B lists the number of classes taught in the first column. Columns 2 through 10 give the following data:

(2) number of respondents
(3) average teacher load (Table B only)
(4) range of teacher load
(5) average class size
(6) range of average class size
(7) number of composition classes
(8) average composition class size
(9) average daily attendance
(10) average number of hours per week required for class preparation and essay evaluation

To assist readers in locating information on these tables, references to data will include the table and column number where the data can be found.

1. Teacher Load

The Composition Committee found total teacher load to be the most important variable in assessing the English teacher's work load. Two factors affect the teacher's work load: the number of students in each class and the number of classes taught per day. Because several additional students per class have a cumulative effect on a teacher's total load, English teachers have long been concerned with class size. A teacher who has five classes per day, each with 30 rather than 25 students finds his or her total load increased by 25 students, the equivalent of an additional class. Total loads also increase when

class size is kept low, but teachers must teach six or seven classes per day. Column 3 in Table B illustrates very clearly the effect of the number of classes taught on the average teacher load. Teachers with fewer than five classes (either elementary teachers in self-contained classrooms or secondary teachers who divide their time between administration or counseling and teaching) have lower total loads than do teachers with five or more classes. Average teacher load for teachers with five classes daily is 136.8 (Table B, Column 3) and increase by approximately 30 students with each additional class. Not only do these average daily loads far exceed the level of 100 students per day recommended by NCTE and CATE, but even teachers with four classes per day have an average daily load (116.6 students) which exceeds the recommended level.

2. Range of Teacher Load

When we looked at the range of teacher load, we found enormous disparities existed. For example, among teachers with 5 classes (Table B, Column 4) the lowest teacher load reported was 70 students and the highest 183 — a difference of over 100 students per day. Such extremes led us to wonder whether the average daily load accurately described the total class loads of the majority of our respondents. In looking more closely at total class loads, we considered only full-time classroom teachers since the daily load of a teacher who combines administrative or other reponspibilities with teaching cannot be compared directly with the load of a full-time classroom teacher (defined as one who teaches five or more classes per day).

We divided the 122 secondary respondents classified as full-time teachers (approximately 75 per cent of the total) into four groups based upon total student load:

(1) 110 students or less per day
(2) 111-129 students per day
(3) 130-149 students per day
(4) 150 or more students per day

Table I below shows the percentage of teachers falling into each category:

TABLE I

Number of Student Contacts Per Day for Full-Time Secondary Teachers

Classroom Teachers	110 Students or Less	111-129 Students	130-149 Students	150 Students or More
Full-Time Grades 7-12	8%	20%	26%	45%

Over 90% of full-time classroom teachers have daily loads exceeding the recommended level of 100 students, and almost half — 45 per cent — have loads of 150 plus students per day, one and a half times the recommended load. A further comparison of the teaching loads of junior and senior high school teachers (Table II below) showed that the greatest number of daily contacts occurred at the junior high school level.

TABLE II

Number of Student Contacts Per Day for Full-Time Junior and Senior High School Teachers

Classroom Teachers	110 Students or Less	111-129 Students	130-149 Students	150 Students or More
Junior High Teachers (7-9)	2%	7%	23%	68%
Senior High Teachers (9-12)	11%	28%	28%	37%

More than one-third of the senior high school teachers have a total load of 150 or more students per day; however, the percentage of junior high school

teachers with daily loads of 150 or more students is almost twice as great — 68% to 37%.

Although the senior high school teachers generally have lower total loads than junior high school teachers, their advantage is only relative. Overall, only 8 per cent of our respondents report total class loads approaching the level recommended by NCTE and CATE. Even those with fewer than 130 students per day are a distinct minority — 28 per cent. Almost three-quarters of our respondents have total loads of more than 130 students per day and almost half have loads of 150 or more students per day.

3. Class Size

Class size and average class size have traditionally been important measures for assessing teacher workload. Most class size averages (Column 5, Tables A and B) are between 26 and 28 students. A separate calculation of average class size for full-time teachers only found 28.3 students per class at the junior high level and 26.7 at the senior high level.

The average is used as a convenient summary figure, but it may fail to give an accurate picture of the data it purports to summarize. For example, the Committee found that the range of average class size was extremely large. Among teachers with 5 classes per day (Table B, Column 6) the averages ranged from 14 to 36.6 students. Some teachers in grades 9 - 12 (Table A, Column 6) have an average class size of only 20 while others have an average of 39. A closer examination of the programs of those teachers with very low average class size revealed that they generally taught a variety of special classes — English in a continuation school, stage production, remedial reading — rather than the English classes which make up the bulk of the English curriculum.

Only one group of English classes had a consistently low average class size: the special composition class. Their relatively limited range and low average size — 20.7 to 29 students -(Tables A and B, Column 8) suggests a concerted effort to keep these classes small. However, composition classes, which were concentrated at the senior high level, represent but a minority of the total classes — 120 out of 768 or a mere 15 per cent.

The Committee found that average class size did not predict teacher work load accurately. Taking the average class size of full-time classroom teachers responding to the survey and multiplying by 5 classes per day, we projected a total class load of 134 students per day for senior high teachers and a class load of 141 students per day for junior high teachers. When we compared our respondents' actual class loads with these projected figures, we found that the loads of 74 per cent of junior high teachers and 58 per cent of senior high teachers exceeded these projected totals (see Table III below).

TABLE III

Comparison of Projected and Actual Daily Student Load For Junior and Senior High School Teachers

Senior High School (N = 79)		Junior High School (N = 43)	
134 or fewer students daily	42%	141 or fewer students daily	26%
More than 134 students daily	58%	More than 141 students daily	74%

4. Reasons for High Total Student Loads

Why did the actual loads of our respondents so frequently exceed the expected level, based on projections from the average class size? We can predict the total load of individual teachers accurately if

we know their average class size and the number of classes they teach. The prediction for a group of teachers will not be as accurate when the data contains substantial variability. Because our data contained considerable variability in the two factors which influence total class load — average class size and number of classes taught — projections of total load based on these factors were inaccurate and misleading.

Variability in the number of classes taught had the greatest effect on the loads of junior high school teachers. Table IV below illustrates the effect of the number of classes taught on the loads of junior high school teachers.

TABLE IV

Number of Classes Taught Daily by Full Time Classroom Teachers

	Five Classes Daily	Six or More Classes Daily
Teachers - Grades 7 - 9 (Junior High or Middle School)	44%	56%
Teachers - Grades 9-12 (Senior High School)	93%	7%

Five classes per day is a full-time teaching load for almost all- 93% - of the senior high teachers. Junior high teachers are frequently assigned more than five classes daily: over half - 56% - taught six or more classes daily. Since each additional class is likely to add 25-30 students to a teacher's load, our finding that 68 per cent of junior high school teachers have loads of 150 or more students is hardly surprising. In fact, if we project the junior high school teacher's total load based on an average class size of 28.3 students and 6 classes per day, the total is 169.8 students.

Variability in average class size appeared to account for high student loads at the senior high school level. Although the average class size for senior high teachers was 26.8 students, the average ranged from 14 to 36.6 among full-time classroom teachers. Obviously, those teachers with higher averages will have higher loads. Despite an overall average of 26.8 students, a substantial percentage of senior high teachers had an average class size well above 26.8. Table V below shows the variability of average class size for senior high school teachers.

TABLE V

Average Class Size For
Full-Time Classroom Teachers
Senior High (Grades 10-12)
(N = 79)

	Below 20 Students	20-24 Students	25-29 Students	30-34 Students	35 or more Students
Percent of Senior High Teachers	6%	26.5%	38%	28%	2.5%

Just under 1/3 (31%) of the senior high school teachers had an average class size of 30 students or more, and these teachers make up the bulk of the 37% of the senior high teachers with total loads of 150 students or more.

5. Hours Per Week for Preparation, Evaluation, and Extracurricular Assignments

Preparing lessons and evaluating essays requires many additional hours beyond those spent in the classroom instructing students. Our survey data shows that CATE members have a work week far exceeding the standard 40-hour work week. The great majority of full-time teachers (96%) report about 20 hours per week in outside preparation

and evaluation (see Table B, Column 10). Adding these hours of preparation to the 35 hours per week spent at school instructing students gives a typical work week of 50 hours. What this figure means in concrete terms is that during the school year English teachers seldom have an evening or a weekend free of the demands generated by their classes. In addition, virtually every teacher reported being assigned a variety of extracurricular duties. These additional, time-consuming responsibilities further increase the workload of the already overburdened teacher of English in the California schools.

APPENDIX I

TABLES A AND B

TABLE A

SUMMARY OF FINDINGS ACCORDING TO GRADE LEVEL TAUGHT

Column 1 Grade Level	2 Number of Respondents	3 Average Teacher Load	4 Range of Teacher Load	5 Average Class Size	6 Range of Average Class Size	7 Number of Composition Classes	8 Average Composition Class Size	9 Average Daily Attendance	10 Average Number Of Hours Per Week Preparation
K-6	6	Not Calculated.	26-30	29	26-30	---		27.3	27
K-8	3	Most grade Levels have some part-time classroom	26-103	28 26 14.7	14.7-28	--	--	81 26 90	20 20 18
Grades 6-8	12	teachers. See Column 3, Table B	29-262	27.9	16.7-37.4	--	--	111	15
Grades 7-8	16	for average daily loads of teachers with the	62-271	27.5	20.1-38	6	20.7	150	19
Grades 7-9	23	same number of classes per day.	28-200	29.2	25.3-35	5	28	137	18
Grades 7-12	1		183		37	--		160	23
Grades 9-12	79		32-178	26.3	20-39	86	25.3	113	22
Grades 10-12	29		26-183	28.3	19.6-35.6	23	24.9	115	22

TABLE B

SUMMARY OF FINDINGS ACCORDING TO NUMBER OF CLASSES TAUGHT

Column 1 Number of Classes Taught Daily	2 Number of Respondents	3 Average Teacher Load	4 Range of Teacher Load	5 Average Class Size	6 Range of Average Class Size	7 Number of Composition Classes	8 Average Composition Class Size	9 Average Daily Attendance	10 Average Number Of Hours Per Week Preparation
1	13	28.2	26-32	28.2	26-32	1	28.0	26.5	18.8
2	5	51.6	40-62	25.8	20-31	3	22.2	49.4	11.0
3	8	77.7	50-90	25.9	16.7-30.7	1	28.0	27.0	22.9
4	21	116.6	67-157	27.6	16.8-39.3	22	25.0	100.0	21.6
5	92	136.8	70-183	27.4	14.0-36.6	84	24.4	125.2	21.4
6	25	161.0	11-202	26.9	18.5-33.7	7	27.3	150.0	19.0
7	5	189.4	103-271	27.0	16.3-38.7	2	29.0	176.8	11.6
9	1	249.0	249-249	27.7	25.0-29.0	---	---	249.0	30

APPENDIX II

COMMENTS OF TEACHERS BY GRADE LEVELS*

"TELL US SOMETHING"

Grades K-6

1. Extra duties plus large classes wear on a teacher so less is planned. Five less in class size would be fantastic.

2. Need preparation time. Do not assign students enough writing because of lack of time to evaluate.

3. Teaching 1 class of children (well!) is much more than 1 full-time job--it's at least 2.

4. I am upset that test scores (based on knowledge of punctuation & grammar) rather than the student's writing are apparently going to be used even more to evaluate language programs.

Grades K-8

1. I have a self-contained class and teach all subjects.

2. I'm the Reading Specialist at a school 2-8.

Grade 6-8

1. My students take it in the shorts--There are too many of them and too little time to do everything in.

2. This is a special class. Our average class size is 31-35. (Average class size 18-Learning Lab)

3. What good is such a survey going to do except help someone make a report. How are you going to use it. All we seem to do is report. Let's take some definite action. If classes were limited to 25, we might see some results.

4. I am a counseling intern; have just received my master's in counseling, and will have a PPS credential after 1½ more classes.

5. The 3 period block (English-History-Literature) allows flexibility of time; more writing opportunity.

6. I love teaching--I work with outstanding staff.

7. We sign up for duties at beginning of year--Fewer obligatory duties now than 9 years ago.

* Not all respondents made comments.

Grades 7-8

1. Spend a lot of time in discipline-why learn English-who needs it-will earn more than you as a laborer.
2. Public (including school boards) does not realize what goes into teaching other than being there. What about student responsibility for getting education?
3. Tired!
4. I'm tired!
5. If teaching only meant "teaching," it sure would be easier and more enjoyable.
6. Too many contacts!
7. I like what I do. Students like English at our school.
8. How do I keep up with quality grading of compositions?
9. Teaching is long hours of hard work and I happen to love it.
10. Student aides help lighten the work load somewhat but correcting students' writing takes lots of time. I'm always behind.

Grades 7-12

1. This is a Juvenile Delinquent, Minor Offenders Program. I formulated this particular program five years ago; each year shows greater successes.
2. I'm exhausted but Writing Club buoys me up.

Grades 7-9

1. The task I am doing is very difficult with too many students.
2. Due to cutbacks in staff (if the over ride fails) all class sizes will be larger.
3. SLO Jr. High is probably the best school in the state!
4. Used to be devoted and dedicated; now I'm disillusioned and dejected!
5. Need smaller class size. District sponsored inservice during school hours. Higher standards for student discipline & scholarship enforded in a meaningful way by the district.
6. I spend an average of four hours a day (including weekends) in prep. or grading papers (28 hrs./wk), except when report cards are about to be issued. Then it's 5 hrs./day.
7. I have little "personal" time! I love teaching! But I am frustrated and very angry about negative attitudes toward schools and community & parent apathy!
8. I am overworked. To maintain myself I sacrifice creativity and rely on things I've done before.
9. I do most planning at home, but most paperwork at school. My English class (Per.5) is too big. It's a load!
10. Smaller classes!!!! Fewer Classes!! I love individualized conferences but so hard with large classes.
11. Generally few students--willing to learn and demands are great!
12. It's a lot of work & time consuming.
13. Teach workshops for Districts (my time--no pay) after school or weekends.
14. I sponsor HR club (285 students). That involves nights and Saturdays.

Grades 9-12

1. No grammar texts for comp. classes. I must ditto everything.
2. I usually spend I month (8 hours days) preparing for classes each summer.
3. Most English teachers at my school teach 140 students.
4. If students were encouraged to read in the home, it would help them in all their language skills.
5. No assistance in correcting compositions or grading papers.
6. I'm breathless--not unhappy--never caught up with papers.
7. We love you! Thank you!
8. Am department chairperson.
9. I am with you!
10. Add department meetings, student conferences, supervising independent study, inservice after school, professional conference weekends, classes.
11. In our school, Comp 1,2, and 3 and Vocabulary Development are required. Comp 2 can be waived with an A or B grade in Comp 1.
12. Readlands High School tries to limit reading and writing classes to 22. However, creative writing and "introduction to writing" have been 30 and 40!
13. Please send me a copy of this report.
14. The kids can't read so can't pass the tests! My choice of assignments requires administrative credit. My primary assignment is 2/5 day as attendance supervisor - a differentialed staffing position equivalent to Acting Vice Principal.
15. 10th English is a Grammar/Comp course. B is basic. We work on reading also. TV hurts reading. Reading hurts writing.
16. Have fun writing your position paper!
17. I'm tired of cheap media shots at high school English teachers.
18. This is a once-in-a-lifetime schedule for me. Next year all 10th graders will be required to take Composition. I anticipate my average class will be 35 then.
19. Periods 1,3,4, and 6 are all taught in English and Spanish. Newspaper is bilingual also.

20. Class load in some classes is just too high to give many composition assignments and then to work on individual needs.

21. A satisfactory arrangement for a small private school (Enrollment 300).

22. Smaller enrollment in Spring--it helps! Energy and creativity diminish with numbers.

23. I am too busy--but I love it!

24. Department Chairman business plus having 3 comps make an impossible combination.

25. When I assign long compositions you can double the hours of preparation, etc.

26. Journalism is "tail that wags the dog!"

27. Department secretary needed--released time for curriculum planning on regular basis essential.

28. My class size has dropped since the beginning of the year--especially the senior classes.

29. I supervise 24 teachers and 12 aides and 20 tutors. We have 7 ESL classes, 20 RDG classes, Journ., Drama, Yearbook, TV Production, and students who speak 29 languages.

30. Classes - too large; no place to send those who don't need to work on a particular assignment.

31. Serving on district curriculum committee, chairman-competency committee.

32. Good idea - let's have feedback!

33. All the extra duties tend to weaken my classroom creativity. Frustrating!

34. "Ordinary" student does <u>not</u> have to know how to write an essay.

35. I enjoy teaching English, even though it's a lot of work!

36. Good attendance, lack of discipline problems, and freedom to develop courses. (teaches in private school)

37. Because all of these are <u>writing</u> classes, I work at least 4 hours a day after school and approximately 6 hours every weekend to keep grading up-to-date.

38. By choice I am co-chairperson of English Dept.,curriculum committee member, area grievance representative

39. Last semester I had 35 students in Advanced Composition!

40. I find it almost impossible to help individual students with their writing problems with a class of 27.

41. Department Chairman usually teaches 2 classes. 32 member department. This year revising curriculum, going through accreditation, beginning Title 1 Project, developing competencies, 9 new teachers, etc.

42. Compared to the earnings of businessmen with little education salaries of teachers are meager and pitiable.

43. We are on the Quarter System and our Electives change completely each quarter.

44. Help!

45. As Department Head I have 2 prep periods for department duties. In addition, I spend 10-12 hours for administrative tasks.

46. I need more time!!

47. Five preps is not good for anyone.

48. Convince someone that teaching Johnny composition takes more time than other teaching!

49. We are on modular scheduling.

50. The school population of Calexico is about 95% Mexican-American. For many of the students, English is a second language.

51. We are also required to be in our classrooms for 1 hour after the school day has ended. Teacher hours = 7:45 - 3:30.

52. I do tutoring during prep. period.

Grades 10-12

1. I'm working too hard! Would love to teach half time.
2. It's too much.
3. Much of my prep time is spent correcting papers. We have put in a strong Comp. course but it is time consuming for Eng. teachers. Students do write in class, but ultimately I correct papers.
4. I'm quitting.
5. Part-time teacher & administrator, insufficient time allowed for class preparation.
6. Thank God there's only ONE week until Easter vacation!
7. It is unusual to have ony 2 preps. Nearly always have 3.
8. I love my job but I receive no support or recognition.
9. This year I have the lightest teaching load (153 students) I have ever had.
10. The most exciting classes I have ever had have been those averaging about 20 students. Whether bright, average, or dull to start with, the students in those classes benefitted, particularly in writing, just because they received more attention. (3 classes in 9 years)
11. My hobby is art forms: ceramics, drawing; also, traveling in various countries. I keep a diary of travels.
12. Four classes plus department head is too many to give students very much individual attention 13 hours a week plus 7 hours in school = 48 hrs. work week.
13. CATE needs to develop awareness of English Teachers to whole area of reading--not just "Literature."
14. Need smaller classes to teach composition!
15. I love teaching!
16. I teach inner city; class sizes are lower than for the district as a whole. Class sizes are huge (e.g. 34 plus avg.) at the year's start; then taper off.
17. I can't really use a reader because I'm always looking for many things in student work. I'd go crazy teaching English all day!
18. I have 138 students--the lightest student load I have ever had. For 8-9 years I never had fewer than 170 students... and one semester I had 187 students. I never let up on their written work. Individual help takes time--and "blood."

19. Comp classes are too large. Twenty should be maximum.

20. Morale is low due to low salaries. Few of the faculty take on added responsibility.

21. I only have four classes because department members feel I help enough for each of them to have a few extra students. I then do book orders, film ordering and coordination, etc.

22. Time spent filling out "forms" is wasted--we have forms for tardies, deficiencies, field trips, speakers in classes, Stull bill, class count, requests for materials, text books in addition to attendance.

College

1. For the most part these two year college students did little or no writing at all in high school. Most had minimum English experiences They read at 5-7th grade level or lower.

2. This summer I am assisting in the direction of the first UCLA/California Writing Project Summer Institute. Inquiries welcomed.

3. Community college are ripping off part-time teachers. I'm earning less than $2.00 an hour.

4. This questionnaire is not suitable to college level.

5. I think good readers would be a help -- but it still takes a great deal of difficult paper grading to teach Comp.

6. In addition to P/T teaching of ELAC I fill in wherever need. Am coordinator for Columbia College for Armed Forces Personnel.

7. More low level reading and reading skills material needed at adult level for individualized instruction and composition.

8. Smaller classes --released time.

9. Our Comp. classes start out huge -- 35-40 students and drop off to 15-20 by mid-semester. The main ~~course in~~ cause is lousy screening and counseling, I think. Lots of wasted time!

10. Starting a writing lab with student tutors for English 50 has provided time to work informally with individuals at their paces. This isn't perfect, but it's rewarding.

11. I have taught extension courses in Language, Reading, Linguistics for six area colleges and universities.

Other

Substitute Teacher; on Sabbatical, or Teaching Subjects other than English.

1. I have been a day-to-day substitute teacher in San Francisco for 5 years, unable to obtain full-time work as a teacher.

2. Normally teach American Literature, Short Stories; Film Crit; and whatever is left over. Am on sabbatical this year. Need a new kind of teacher who likes title programs.

3. MA in English Ed--I'm torn between the subject matter I love and a subject I am very competent in, that has a very high success ratio and is very measurable, with high student motivation. These are not built-in with English. My dilemma--

   Since I'm involved in two departments, my "energies" most go into two directions. Often I get behind in correction; the hours are average--usually I work in longer concentrated sessions. (teaches religion and Eng.)

4. This is a school for pregnant minors. I now teach all Business subjects and another teacher teaches English classes.

Administrators

1. I substitute in an English/Reading classroom (gr. 5-9) once a month. It is our district policy to have a district office administrator/ supervisory personnel participate, including the superintendent.

2. Need to merge the reading and English people.

3. My job is mostly to coordinate curriculum development and implementation, textbook selection, teacher inservice, articulation.

4. Your organization has excellent conferences!

5. Co-Director--Independent School 250 children.

6. Am. Lang. Arts Consultant for Kern Co., so am not much help.

7. I'm a Resource Teacher this year and am not in the classroom. I'm Reading Coordinator, English Department Chairman, Universal Substitute, New Teacher Orientation Coordinator, Demonstration Teacher for Reading and English. Our average English teacher teaches 5 periods of English or Reading. The lowest 1/5 of each grade has 20 students per class - making the top classes 40 pupils. Low ability classes average 14 present daily. Better classes have 3 or 4 absences daily.

8. I am Administrator of the office charged with responsibility of developing Reading/English curriculum and field services as requested by our 536 schools. Would be interesting to evaluate information regarding <u>how</u> teachers decide what assignments/materials are appropriate.